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ABSTRACT

Designed to help California community colleges develop plans and applications for Carl D. Perkins Vocational and Applied Technology Education Act (VATEA) funds, this handbook reviews the purposes and mandates of the VATEA and provides instructions for plan development. The first section presents an overview of the Act, indicating that it authorizes federal assistance to secondary, postsecondary, and adult vocational education programs from 1991-96, requiring local education agencies to target funds to programs serving the highest number of special population students (i.e., disabled, economically disadvantaged, or limited-English proficient students). The second section reviews specific mandates related to the content and emphases of VATEA plans, focusing on annual evaluations, obligations to special populations, use of funds for vocational education programs, and other criteria. The next section reviews state funding priorities for 1994-96 and their implications for local plans and applications, while the fourth section provides instructions for developing local plans, emphasizing the following required components: (1) integration and sequencing of academic and vocational education curriculum; (2) curriculum and program strategies reflecting workplace needs; (3) instructional and support services responsive to the needs of students who are members of special populations; (4) data collection, assessment, and program evaluation; and (5) Title IIIB, consumer and homemaking education. Finally, a list is presented of required items in local plans/applications for VATEA funding, 1994-95, and sample forms are provided. Discussions of specific VATEA sections and core measures and standards are appended. (KP)

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A Planning Handbook: Developing the Local Plan/Application

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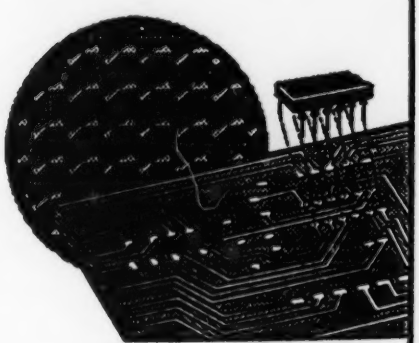

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A Planning Handbook for Developing the Local Plan/Application for Carl D. Perkins Vocational and Applied Technology Education Act Funds, 1994-1996

Overview of Perkins Act

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 [P.L. 101-392] authorizes Federal assistance to secondary, postsecondary and adult vocational education programs, 1991-1996. Although this Act continues to provide funding for *program improvement,* the current Perkins Act is vastly different from the Federal vocational education acts that preceded it.

Among the major changes unique to this Act is the requirement for local education agencies (LEAs) to *target funds to a limited number of sites OR to a limited number of program areas,* with priority given to sites or program areas that serve the highest concentration of *special populations students.** Additionally, LEAs must use their funds to:

- Provide vocational education in programs that are of *such size, scope, and quality as to be effective.*
- *Integrate academic and vocational education* in such programs *through coherent sequences of courses* so that students achieve both academic and occupational competencies.
- Provide *full and equitable participation* in such programs *for special populations students.*

* *The Perkins Act defines special populations students as "individuals with disabilities, educationally and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions."*

Purpose of the Perkins Act

> *"It is the purpose of this Act to make the United States more competitive in the world economy by developing more fully the academic and occupational skill of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic, occupational, training, and re-training skill competencies needed to work in a technologically advanced society."*

Distribution of Perkins Funds

This Act changes significantly the methods by which Federal funds are allocated to states and local education agencies. A summary of the provisions regarding distribution of funds is provided below.

Title II, Basic State Grants for Vocational Education: Eligible recipients may only use funds for program improvement purposes, with the full participation of special populations students. Priority for use of funds must be given to sites or programs that serve the highest concentrations of special populations students.

1. *Seventy-five percent of all Title II funds are directed to Part C purposes (secondary, postsecondary, and adult vocational education programs).* These funds are distributed by allocation to LEAs. The remaining Title II funds are directed as follows:

   - State Administration - 5%
   - State Leadership - 8.5%
   - Corrections - 1%
   - Equity - 10.5%, as follows:
     a) No less than 7% for Single Parents, Displaced Homemakers and Single Pregnant Women
     b) No less than 3% for Sex Equity
     c) A .5% "float" is allowed between the two categories

2. Based on the recommendation of a vocational education field committee, the State Board of Education determined that *Title IIC funds would be divided between vocational education programs serving secondary school students (Section 231 of the Act) and vocational education programs serving postsecondary and adult students (Section 232 of the Act), based on comparative enrollments.* As a result, programs serving secondary school students currently receive 42% of these funds, and programs serving postsecondary and adult students receive 58% of the funds.

3. The *formula and criteria for the distribution of Section 231 funds (for secondary school allocations)* are established in the Act. Grants of not less than $15,000 are allocated to eligible recipients as follows:

   - 70% of the allocation is based on the ESEA, Chapter 1, funds received by the LEA
   - 20% is based on the number of LEA students with handicaps who have individualized education programs
   - 10% is based on the LEA's K-12 enrollments and the number of adults enrolled in vocational education programs

   In order to meet the minimum grant requirement of $15,000, an LEA may enter into a consortium with other LEA(s) OR may apply for a waiver if both of the following provisions are met: a) The LEA is located in a rural, sparsely populated area and b) the LEA can demonstrate its inability to enter into a consortium.

4. This State has received a *waiver from the Act's required distribution of Section 232 funds to programs serving postsecondary and adult students via proportion of Pell Grant recipients.* Instead, California has received permission to *distribute Section 232 funds based on an unduplicated count of adults* who are:

   - Economically disadvantaged
   - Attending the school/college
   - Enrolled in a vocational education course

   Additionally, *beginning in the 1994-95 school year, the Act permits allocations to consortia for postsecondary and adult programs under Section 232.* To be eligible for funding, a postsecondary consortium will be required to operate joint programs that provide services to all postsecondary institutions participating in the consortium. These programs will have to be of sufficient size, scope, and quality to be effective and will have to fulfill the other appplicable requirements of Section 235 of the Act.

5. Unlike previous vocational education acts, the current Perkins Act does not require local recipients to match program costs with local funds or to set aside funds exclusively for the use of certain programs or student populations.

Title III, Part B, funding for *Consumer and Homemaking Education (CHE) programs:* The California Department of Education will distribute 75 percent of Title IIIB funds on an allocation formula based on the LEA's:

- AFDC count - 35%
- Handicapped enrollments - 15%
- CHE enrollments, grades 9-12, compared to statewide CHE enrollments - 25%
- CHE enrollments, grades 9-12, compared to total district enrollments - 25%

An additional 15% of the CHE Federal grant award will be used to fund and conduct projects with eligible recipients to provide statewide services and activities, including professional development, curriculum development and technical assistance.

Requirements for State and Local Administration of the Perkins Act

Under the current five-year Perkins Act, States are required to develop a three-year State Plan (for 1991-1994) and a two-year State Plan (for the last two years of the Act, 1994-1996). Similarly, eligible recipients are required to develop a local plan/application to cover the same time period as the State Plan. Since the State has just completed development of the two-year State Plan for 1994-1996, *all eligible recipients must complete a new two-year local plan/application for 1994-1996.* Other administrative requirements are summarized below:

1. At the beginning of each State Plan cycle, States are required to conduct a comprehensive assessment of the quality of vocational education programs using measurable objective criteria. The results of the assessment form the basis for development

of the new State Plan. Additionally, States have been instructed by the U.S. Department of Education to establish statewide priorities for funding under the State Plan based on results of the needs assessment.

2. Local education agencies (LEAs) desiring to participate in Perkins Act funding are required to:

   - Provide broad assurances that members of special populations will be given equal access to vocational education programs and receive the supplementary services necessary to succeed in the programs and activities assisted with the funds.

   - Give priority for funding assistance to limited sites or program areas that serve the highest concentration of special population students.

   - Use no more than 5 percent of the funds for administrative costs.

   - Offer coherent sequences of courses (in programs leading to job preparation) which develop competencies in higher-order reasoning and problem-solving skills, and which integrate academic and occupational disciplines so that participating students are able to achieve both academic and occupational competencies.

   - Extend the scope and effectiveness of programs assisted with the funds through improved partnerships with industry; articulation with advanced training programs; coordination with relevant programs conducted under the Job Training Partnership Act, Private Industry Councils, and community-based organizations; and consultation with parents and students of special populations.

   - Annually evaluate the effectiveness of the programs, services, and activities assisted with the funds.

Perkins Act Mandates
Affecting Local Plans/Applications

Mandates related to the content and emphases of local plans/applications are provided in the various sections of the Perkins Act, as well as in the statewide priorities presented in the California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds, 1994-1996. A summary of the mandates is provided below.

Section 117(a)

This section requires ***each recipient of Title IIC funds to annually evaluate the effectiveness of programs assisted with Perkins Act funds.*** Included in this annual evaluation are the following requirements:

- Implementation of the statewide ***system of core measures and standards*** of performance for secondary and postsecondary vocational education programs.
- Review of the program(s) with full and informed participation of representatives of special populations to ***identify and adopt strategies to overcome barriers to special populations students' access or success in vocational education programs.***
- ***Evaluation of the progress of special populations students*** in programs assisted under the Act.
- ***Evaluation of the progress of programs*** towards providing vocational education students with strong experience in and understanding of ***all aspects of the industry**** the students are preparing to enter.

  * *The Perkins Act defines "all aspects of the industry" as planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety, and environmental issues related to that industry.*

A summary of Section 117(a) and a copy of the core measures and standards are provided in the Appendix.

Section 118(b)(c)

This section requires local education agencies to provide information, prior to grade 9--and, to the extent practicable, in a language and form that the parents and students understand--to special populations students and their parents on:

- Opportunities available in vocational education
- Enrollment eligibility requirements for such programs
- Specific courses that are available
- Special services that are available
- Employment opportunities
- Placement

Section 118 of the Act also requires eligible recipients to provide assurances that:

- Special populations students shall be assisted to enter vocational education programs and, with respect to students with handicaps, shall be assisted to fulfill the transitional services requirements of Section 626 of the Education of the Handicapped Act.

- The special needs of students participating in funded programs shall be assessed with respect to their successful completion of the vocational education program in the most integrated setting possible.

- Supplementary services shall be provided to special populations students, including, with respect to individuals with handicaps: a) curriculum modification, b) equipment modification, c) classroom modification, d) supportive personnel, and 3) instructional aids and devices.

- Counseling and instructional services shall be provided to facilitate the transition from school to post-school employment and career opportunities.

A complete summary of Section 118(b) and (c) is provided in the Appendix.

Section 235(a)(b)(c)

This section provides the general authority and requirements for uses of funds under Title II, Part C, including the *requirement to use funds to improve vocational education programs, with the full participation of individuals who are members of special populations, at a limited number of sites or with respect to a limited number of programs.* Other requirements are to use the Title II, Part C, funds to provide vocational education programs that:

- Are of such *size, scope, and quality as to be effective.*

- *Integrate academic and vocational education* in such programs *through coherent sequences of courses* so that students achieve both academic and occupational competencies.

- Provide *equitable participation in such programs for special populations students,* consistent with the assurances and requirements in Section 118.

A complete copy of Section 235 is provided in the Appendix.

Section 240

This section lists *14 criteria which must be addressed in the local plan/application.* Section 240 is summarized below; a complete copy is provided in the Appendix.

- Describe programs to be funded and how funds will be used to meet requirements of Section 235, uses of funds.

- Describe how the needs of special populations students will be assessed and how planned use of funds will meet such needs.

- Report on the number of individuals in each special populations group.
- Describe affirmative outreach and recruitment efforts to provide access to economically disadvantaged students, students with handicaps, and limited English proficient students.
- Provide assurances that funded programs shall be carried out according to criteria for programs for each special population.
- Describe program evaluation standards used to measure progress.
- Describe methods to be used to coordinate vocational education services with relevant programs conducted under JTPA...in order to avoid duplication and to expand the range of and accessibility to vocational education services.
- Describe methods used to develop programs in consultation with parents and students of special populations.
- Describe coordination with community-based organizations.
- Consider demonstrated occupational needs of the area in assisting funded programs.
- Describe how academic and vocational curriculum will be integrated through coherent sequences of courses leading to a job skill, so that students achieve both academic and occupational competency.
- Provide assurances that vocational education programs will be provided that: a) encourage students through counseling to pursue such coherent sequences of courses; b) assist students who are economically disadvantaged, students of limited English proficiency, and students with handicaps to succeed through supportive services; c) are of such size, scope and quality as to bring about improvement in the quality of education offered by the school; and d) seek to cooperate with the sex equity program.
- Provide sufficient information to the State to enable it to comply with provisions of Section 231(d) regarding allocations to area vocational education schools.
- Describe how provision of vocational education will be monitored for special popuations students.

<u>Sections 311 and 312</u>

These sections describe ***requirements and uses of funds under Title III, Part B, Consumer and Homemaking Education programs.*** Complete copies of both sections are provided in the Appendix; a summary is provided below:

- These sections describe the instructional programs, services, and activities that prepare youth and adults for the occupation of homemaking.

- Grants under this part shall be used to conduct programs for residents of economically depressed areas; to encourage participation of traditionally underserved populations; to encourage the elimination of sex bias and sex stereotyping; to improve, expand, and update programs described above; and to address priorities at local, State, and national levels.

- Grants may be used for program development and improvement of instruction and curricula in a number of specified areas and for support services and activities to ensure the quality and effectiveness of such programs.

- Not less than one-third of the funds under this section of the Act shall be expended in economically depressed areas or areas having high rates of unemployment for programs designed to assist consumers and to help improve home environments and the quality of family life.

Statewide Priorities for Funding: Implications for the Local Plan/Application

Statewide Needs Assessment

One of the significant changes in the current Perkins Act from previous vocational education acts is the ***requirement for States to conduct a comprehensive needs assessment of the quality of its vocational education programs*** using measurable criteria. The needs assessment must be conducted prior to development of the State Plan, so that results of the assessment can be used to guide both uses of funds and proposed activities in the new Plan. Moreover, the U.S. Department of Education has informed States that ***results of the needs assessment must be used to establish priorities for use of funds to guide all statewide efforts and activities for the life of the State Plan.***

The Act cites 14 factors that States must assess in meeting this requirement. California conducted its needs assessment beginning in spring 1993 and concluding in the fall. In addition to the required 14 factors, over 600 reports and documents were collected and analyzed on topics dealing with various vocational education issues, such as school-to-work transition, occupational outlooks, academic and vocational education integration, workforce needs, workplace competencies, job readiness, and technology changes.

Nearly 200 individuals assisted in the process to develop the needs assessment by defining terms and identifying the measurable criteria to assess the State's progress in meeting the 14 factors. Over 3,000 surveys were mailed to faculty and administrators, current students and program graduates, and to employers of vocational education graduates. Some 1,700 responses were received from individuals representing every vocational education program segment: High schools, Regional Occupational Centers/ Programs, adult education, community colleges, and correctional institutions.

Once the assessment was concluded, nearly 300 individuals representing some 50 professional associations and teachers, administrators, counselors, employers, parents, students, and others--from every program segment and all regions of the state--helped to analyze the data.

Three separate committees, working independently, analyzed the data, looked for trends, drew conclusions, and then ***made recommendations for the top priority needs to be addressed in the 1994-1996 State Plan.*** The findings and recommended priorities from each of these three independent groups were nearly identical. These recommendations resulted in determination of the three overarching statewide priorities for 1994-1996 that are described below. Additionally, at the request of the California Plan Committee, ***an introductory paragraph was developed to describe the significance of the statewide priorities.***

Statewide Priorities for 1994-1996

The California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds: 1994-1996 is being developed as part of a broader statewide vision that promotes economic development in California through a competitive and competent workforce, as well as a balanced work and family life, and improved collaboration and coordination among education, industry, labor, and the community. Based on an extensive process of review, analysis, and comment on the statewide needs assessment data by field practitioners, educators, counselors, employers, parents, students, and members of business, industry, labor, and the community, recommendations for priorities for the 1994-1996 State Plan have been developed. These equally important recommendations are the basis for the State Plan priorities below.

1. **Integration and Sequencing of Academic and Vocational Education Curriculum**

   - Integrate academic and vocational education curriculum.
   - Sequence courses of study that lead to attainment of both academic and occupational competencies.
   - Increase linkages between secondary and postsecondary educational institutions, academic and vocational educators, and among education, business, industry, labor, and the community.

2. **Curriculum and Program Strategies Reflecting Workplace Needs**

   - Increase student work skill attainment and job placement.
   - Enhance the relevance of vocational programs to the workplace and to the occupations for which students are being trained.
   - Promote the development and use of curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skill attainment.
   - Provide vocational students with experience in, and understanding of, all aspects of the industry the students are preparing to enter.

3. **Instructional and Support Services Responsive to the Needs of Students Who are Members of Special Populations**

   - Increase access and retention in improved vocational education programs.
   - Provide needed support services, with increased emphasis on guidance and counseling and placement and transitional services.
   - Monitor successful course and program completion.

Implications of Statewide Priorities to the Development of the Local Plan/Application

Congress has sent a clear message to states that it wants to see real progress in exchange for the billions of dollars it is spending on vocational education through the Perkins Act. By establishing statewide priorities for funding, and by requiring that all activities, efforts, and plans over the next two years address these priorities, we in California should be able to document substantial progress towards meeting these mandates over the next two years.

The *three priorities are equally important* and not listed in any particular order. These three priorities will drive all uses of Perkins Act funds over the next two years. *Recipients of Perkins funds from all program segments*--secondary and postsecondary--*must describe in the local plan/application how their proposed use of funds will address all three priorities.*

While specific implementation activities of the statewide priorities will differ from one local education agency to another, based on where vocational education programs are in relation to these three priorities, the following suggestions and questions may be helpful as you develop your local plan/application for 1994-1996:

- *Implementation of the priorities will require shared planning and collaboration with others*--with other program segments, such as high schools, adult education, Regional Occupational Centers/Programs and/or community colleges; as well as with academic educators and counselors; with representatives of business, industry, and labor; and with representatives of special populations groups.

- Think first of *what you want to accomplish*--and then *how you plan to do it.* For example, if you intend to link or articulate all your programs with those operated by another program segment--high school, ROC/P, adult education, and/or community colleges--will you accomplish this by means of jointly planned professional development activities, joint intersegmental advisory committees, formal articulation agreements, team teaching, joint curriculum development projects, or via some other collaborative means?

- *What will be different for students* as a result of your planning to implement the three priorities? *How will your expenditures make your courses more relevant to the workplace*? *What will happen* in every single course that is part of a vocational sequence *to foster students' skills in critical thinking, problem solving, leadership, and academic attainment*?

- How do you plan to *document that special populations students have increased access to and retention in improved vocational education programs*?

- *Who will you involve* over the next few months *in discussions and shared planning to develop your local plan/application*? How do you plan to get input on the plan from teachers and counselors, administrators, parents, employers, and representatives of special populations groups--Chapter I, bilingual education, special education, and gender equity? (Remember that representatives of special populations groups must sign off on your local plan/application.)

Instructions for Developing the Local Plan: 1994-1996

Local education agencies (LEAs) desiring to participate in 1994-1996 Title IIC Perkins Act funding for vocational education programs serving either secondary students (Section 231 funding) or postsecondary students (Section 232 funding) and/or Title IIIB funding for Consumer and Homemaking Education programs must develop a two-year local plan for program improvement.

- ***The local plan must cover the same time period as the State Plan: July 1, 1994, to June 30, 1996.***
- ***The local plan must consist of a coherent, straight-forward narrative that addresses Perkins Act mandates and the three statewide priorities established in the State Plan, statements of assurances, and required forms.***
- ***The narrative portion of the local plan must not exceed 15 pages.***

LEAs are encouraged to use these requirements as the foundation on which to develop a two-year plan that clearly addresses locally determined needs of the targeted sites or programs. Additionally, LEAs are strongly encouraged to involve vocational education and academic teachers and administrators, guidance personnel, representatives of special populations groups, employers, and representatives of other local area program segments (high schools, adult education, Regional Occupational Centers/Programs, and/or community colleges) in the development of the local plan.

In accordance with Section 240 of the Perkins Act and the California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds: 1994-1996, the local plan narrative must address all of the following components. [NOTE: The following components pertain only to requirements for Title IIC funding, unless Title IIIB is specifically mentioned.]

Section 1. Integration and Sequencing of Academic and Vocational Education Curriculum

A. Describe the vocational education programs to be funded by Title IIC and Title IIIB.

B. Describe how Title IIC and Title IIIB funds (and, if desired, how funds from other resources, such as professional development, School Improvement, Chapter I, and others) will be used to improve these programs by providing vocational education in programs that integrate academic and vocational education through coherent sequences of courses so that students achieve both academic and occupational competencies. Summarize progress to date in achieving academic and vocational education integration, and describe planned activities to improve progress in this area. Response may address activities such as staff development, curriculum

development, collaborative program planning and implementation, team teaching, and shared facility and equipment use.

C. For each program receiving Title IIC or Title IIIB funds, attach a listing of the academic and vocational courses that comprise the recommended sequence of courses.

D. Describe how Title IIC funds (and, if desired, how funds from other resources) will be used to improve these programs by providing vocational education in programs that are of *such size, scope, and quality as to be effective* and *to bring about improvement in the quality of education* offered by the school.

E. Describe how students are being *encouraged through counseling to pursue the coherent sequence of courses* in the program area of their interest.

F. Describe how Title IIC and Title IIIB funds (and, if desired, how funds from other resources) will be used to increase linkages between secondary and postsecondary educational institutions; academic and vocational educators; and among education, business, industry, labor, and the community. Summarize progress made to date in developing formal written articulation agreements to structure "tech prep" course sequences in grades 11-14; indicate plans to improve/expand progress in implementing tech prep programs.

Section 2. Curriculum and Program Strategies Reflecting Workplace Needs

A. Describe how the occupational needs of the area were considered in identifying the programs to be assisted with Perkins Act funds.

B. Describe methods to be used to coordinate vocational education services with relevant programs conducted under the Job Training Partnership Act, including cooperative arrangements established with private industry councils and community-based organizations, in order to avoid duplication and to expand the range of and accessibility to vocational services.

C. Describe the planned use of Title IIC funds (and, if desired, funds from other resources) to accomplish the following improvements in "targeted" programs:

(1) Enhanced relevance of the programs to the workplace and to the occupations for which students are being trained.

(2) Development and use of curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skill attainment.

(3) Provision to vocational education students of strong experience in, and understanding of, *all aspects of the industry** the students are preparing to enter.

* *All aspects of the industry includes, with respect to a particular industry that a student is preparing to enter, planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety, and environmental issues related to that industry.*

Section 3. Instructional and Support Services Responsive to the Needs of Students who are Members of Special Populations

A. Describe the extent to which the funded programs provide full and equitable participation of individuals who are members of special populations, at a limited number of sites or program areas.

B. Describe the manner in which priority for funding was determined, based on sites or programs that serve the highest concentrations of special populations students. Attach the appropriate matrix form ("Targeting by Site" OR "Targeting by Program") to justify the selection of sites or programs to be targeted for improvement with Title IIC funds.

C. Provide enrollment data for each of the special populations students in the funded ("targeted") vocational education programs in the district, or, as appropriate, in Regional Occupational Centers/Programs or adult education programs.

D. Describe how the needs of individuals who are members of special populations groups will be assessed and the planned use of funds to meet such needs.

E. Describe the affirmative outreach and recruitment efforts to be used to provide access to programs of good quality to students who are economically disadvantaged (including foster children), students with handicaps, and students of limited English proficiency.

F. Describe methods used to develop vocational education programs in consultation with parents and students of special populations.

G. Provide a statement of assurances that programs receiving Title IIC funds shall be carried out acording to the following requirements of Section 118 and in accordance with Sections 612, 614, and 615 of the Individuals with Disabilities Education Act (I.D.E.A.):

(1) Students who are members of special populations will be assisted to enter vocational education programs, and, with respect to students with handicaps, assisted in fulfilling the transitional service requirements of Section 626 of the Education of the Handicapped Act. Students with disabilities who have individualized education programs under Section 614(a)(5) of the I.D.E.A., with respect to

vocational education programs, will be afforded the rights and protections guaranteed those students under Sections 612, 614, and 615 of the I.D.E.A.

(2) The special needs of students participating in funded programs will be assessed with respect to their successful completion of the vocational education program in the most integrated setting possible.

(3) Students who are members of special populations will be assisted to succeed in vocational education programs through provision of supplementary services, such as counseling, English language instruction, child care, and special aids. With respect to individuals with handicaps, the supplementary services include (a) curriculum modification, (b) equipment modification, (c) classroom modification, (d) supportive personnel, and (e) instructional aids and devices.

(4) Guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provisions of such special services will be provided.

(5) Counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities will be provided.

H. Describe how the provision of vocational education to individuals who are members of special populations will be monitored.

I. Describe the process used to inform students who are members of special populations and their parents, prior to the beginning of grade 9--and, to the extent practicable, in a language and form that the parents and students understand--about the following: (1) opportunities available in vocational education, (2) requirements for eligibility for enrollment in these programs, (3) the specific courses that are available, (4) special services that are available, (5) employment opportunities, and (6) placement.

J. Describe how funded vocational education programs cooperate with the sex equity program requirements of the Perkins Act. [Note: See Appendix for a listing of the gender equity requirements of the Act.]

K. Provide a statement of assurances that the eligible recipient will provide students enrolled in private schools with an opportunity for participation in vocational education programs and services that are funded with Perkins Act funds. [NOTE: This requirement pertains only to LEAs applying for Section 231 funds.]

Section 4. Data Collection, Assessment, and Program Evaluation

A. Describe the annual evaluation of funded programs through implementation of the statewide core measures and standards and through any other program evaluation standards used to measure progress.

B. Describe plans to increase the participation of representatives of business, industry, and labor in planning, implementing, and evaluating funded programs.

C. Describe how increased student work skill attainment and job placement will be evaluated.

D. Provide data that reflects access of special populations students to vocational education programs assisted with Title IIC funds as follows: Provide the "percent of total" data on special populations student enrollments *in vocational education programs* and the "percent of total" data on special populations student enrollments *in the district, Regional Occupational Center/Program (ROC/P), or adult school,* as appropriate. If the comparative data reflects the "percent of total" enrollment of special populations students in the vocational education programs is *less* than the "percent of total" enrollment in the district, ROC/P, or adult school, describe strategies which will correct the imbalance or explain why the imbalance cannot be corrected.

E. Describe the results of the last year's annual program evaluation, as required in Section 117(a), including:

(1) Any strategies deemed necessary to overcome barriers which have resulted in *lower rates of access* to vocational education programs *or success* in such programs for individuals who are members of special populations.

(2) The progress of individuals who are members of special populations in vocational education programs assisted under the Act. Provide data on the *number* of special populations students participating in and completing such vocational education programs. Provide data on the *percentage* of such students who successfully transitioned from vocational education programs to employment, higher education, to additional training, or enter the military.

(3) The progress of vocational education programs assisted under this Act in providing vocational education students with strong experience in and understanding of *all aspects of the industry* the students are preparing to enter. Describe any planned program changes necessary to ensure that program instruction in *all aspects of the industry* is integral to all assisted programs by the end of the two-year period covered by this local plan.

F. Provide a statement of assurances that sufficient information and data will be provided to the State to enable the State to comply with Federal reporting requirements for the Annual Performance Report (the "End-of-Year Report") and with provisions of Section 231(d) regarding determination of eligibility of area vocational schools for Section 231 funding. (The latter requires data on the percentage of (1) students with handicaps, and (2) students who are economically disadvantaged, who attend secondary

schools under the jurisdiction of all of the local educational agencies sending students to a Regional Occupational Center/Program (which may be considered to be an "area vocational school"). Names of the secondary schools and the name of the local ROC/P must be provided. [NOTE: All recipients of Title II and Title III funds must submit the End-of-Year Report. The statement of assurances regarding data to meet provisions of Section 231(d) pertains only to LEAs applying for Section 231 funds.]

Section 5. Title IIIB, Consumer and Homemaking Education

A. Describe the extent to which the Consumer and Homemaking Education programs to be assisted with Title IIIB funds address the following required uses of funds through instruction in the seven content areas*:

(1) Release time and expenses to participate in a minimum of one CDE-sponsored Home Economics subject matter project workshop, institute or conference.

(2) Expenditures for books and supplies.

(3) Release time or stipend for curriculum development and/or for professional development activities related to curriculum development and implementation.

(4) Support for Future Homemakers of America-Home Economics Related Occupations (FHA-HERO) activities.

* *The seven CHE content areas are food and nutrition, individual and family health, consumer education, family living and parenthood education, child development and guidance, housing and home management (including resource management), and clothing and textiles.*

B. Describe the planned use of Title IIIB funds (and, if desired, funds from other resources) to accomplish the development and use of curiculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skill attainment.

C. Describe how the needs of individuals who are residents of economically depressed areas will be served and describe the planned use of Title IIIB funds to meet the needs of these students.

D. Describe the composition, use, and meeting frequency of the CHE advisory committee.

E. Describe progress to date and plans to provide a CHE program that:

(1) Offers instruction in the Home Economics Education career paths.

(2) Provides strategies for assisting students to balance work and family responsibilities.

(3) Addresses one or more of the following through instruction in the content area: (a) balancing home and work responsibilities; (b) strengthening family life and parenting skills, including addressing issues of family violence and child abuse; (c) assisting aging and at-risk populations; (d) parenting/teenage pregnancy; (e) improving child and family nutrition and wellness; (f) managing individual and family resources; (g) understanding the impact of new technology on life and work; and (h) transferring CHE skills to jobs and careers.

Listing of Items in Local Plan/Application for Perkins Act Funding, 1994-1996

The Local Application for Carl D. Perkins Vocational and Applied Technology Education Act Funds, 1994-1996, consists of the following items *in the order listed*:

1. Vocational Education Application for Funding (CDE 100)
   NOTE: Annual Local Education Agency (LEA) Board approval is required; date of Board approval must be listed. An original signature is required on this form.

2. Allocation Document (VE-1)

3. Separate Budget/Expenditure Schedules for Title II, Part C, and Title III, Part B, funds (CDE 101-A)

4. Application Sign-Off Form for Representatives for Special Populations

5. Statements of Assurance of Compliance:
   - Section 117(a), Annual Program Evaluation
   - Section 118(c), Services and Activities for Individuals who are Members of Special Populations
   - End-of-Year Report of Data

   These additional assurances are also required from applicants for Section 231 funds:
   - Section 113(b)(3)(D), Participation of Individuals who are Members of Special Populations Enrolled in Private Secondary Schools in Vocational Education Programs Assisted with Section 231 Funds
   - Section 240(13), Provision of Data in Compliance with Section 231(d)

6. Targeting by Site OR Targeting by Program Matrix

7. General and Special Assurances (General & Special Assurances will be mailed with allocation letter.)

8. Certification Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace

9. Local Plan Narrative (not to exceed 15 pages)

Mail three (3) copies of the completed plan/application to:

California Department of Education
Career-Vocational Education Division
P.O. Box 944272
Sacramento, CA 94244-2720

CALIFORNIA DEPARTMENT OF EDUCATION
Career–Vocational Education Division
CDE 100 (8/92)

Return to: California Department of Education
Career–Vocational Education Division
P.O. Box 944272
Sacramento, CA 94244-2720

VOCATIONAL EDUCATION APPLICATION FOR FUNDING

Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990

PROGRAM YEAR	COUNTY CODE	DISTRICT CODE	SPECIAL CODE

LOCAL EDUCATIONAL AGENCY

ADDRESS

CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY

FEDERAL IDENTIFICATION NO. (IF APPLICABLE)

DATES OF PROJECT DURATION: (IF APPLICABLE)

FROM: TO:

STATUS OF APPLICATION: (CHECK X)

- ☐ NONCOMPETITIVE
- ☐ COMPETITIVE
- ☐ ALLOCATED

AMOUNT INDICATED ON FORM VE-1, COLUMN (D), LINE 21:

$ _____

DATE OF APPROVAL OF AGENCY'S BOARD:

NAME OF PERSON PREPARING APPLICATION — TELEPHONE NUMBER ( )

PROJECT DIRECTOR (IF DIFFERENT FROM ABOVE) — TITLE — TELEPHONE NUMBER ( )

ADDRESS (IF DIFFERENT FROM ABOVE) — CITY — ZIP CODE

CERTIFICATION: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application/plan is correct and complete; and that the assurances contained in the LEA's plan are accepted as the basic conditions in the operations of this project/program for local participation and assistance.

SIGNATURE OF AUTHORIZED AGENT	TITLE	DATE

Special Instructions

Form CDE 100 is the cover page of the local educational agency's application for funding.

Duration: Enter proposed starting and ending dates of the grant. In most cases they will represent the fiscal year July 1 through June 30 of the following year.

Signature of Authorized Agent: Must contain the original signature of the person authorized to sign for the local educational agency.

CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY

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CALIFORNIA DEPARTMENT OF EDUCATION
Career-Vocational Education Division

1994-95

ALLOCATION DOCUMENT—VE-1

Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990

County Code	District Code	Special Code
Local Educational Agency		
Address		
Revision date		

(A)	(B)	(C) Federal allocations	(D) Proposed federal expenditures	(E) Federal funds released
Title II, Part A State Leadership 03648-0417	1			
Title II, Part B, SP1 Single Parents/Homemakers 03569-0417	3			
Title II, Part B, SP1 Elimination of Sex Bias 03570-0417	5			
Title II, Part B, SP2 Criminal Offenders 03571-0417	7			
Title II, Part C, SP1 Secondary Education Section 231 03577-0417	9			
Title II, Part C, SP1 Postsecondary Education/Adult Section 232 03578-0417	11			
Title III, Part A Community Based Organization 03567-0417	13			
Title III, Part B Consumer and Homemaking Education 03580-0417	15			
Title III, Part E Tech-Prep Education 03582-0417	17			
Title III, Part F Facilities and Equipment 03694-0417	19			
Total	21			

Instructions for Completing

1. Check all heading data. If incorrect, notify Career-Vocational Education of changes. A new set of documents for the LEA will be printed.
2. The LEA's federal allocation for the current year can be found in column (C), "Federal Allocation."
3. Using column (D), "Proposed Federal Expenditures," and column (E), "Federal Funds Released," the LEA should enter the appropriate dollar amounts.

   Note: The figures in columns D and E may not exceed the figures in Column C.
4. If an LEA elects to release/return **all** of its federal funds for the current year (column E), the superintendent or designee must sign and return this form to Career-Vocational Education. See below.

FOR RELEASE OF ALL FUNDS ONLY

A signature below indicates that the LEA wishes to return all federal vocational education funds for the current year. The return of the funds does not impair our receipt of federal funds in future years.

Signature of superintendent or designee

Date

CALIFORNIA DEPARTMENT OF EDUCATION
Career-Vocational Education Division
CDE 101-A (8/92)

1994-95

CDE 101-A: BUDGET/EXPENDITURE SCHEDULE

Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990

Check (√) one
- [ ] Budget
- [ ] Expenditure

Local Educational Agency	County Code	District Code	Special Code

Funding source/purpose (indicate only one group per page.):

- [ ] Title II, Part A—State Leadership
- [ ] Title II, Part B, SP1—Single Parent/Homemaker/Pregnant Women
- [ ] Title II, Part B, SP1—Elimination of Sex Bias
- [ ] Title II, Part B, SP2—Criminal Offenders
- [ ] Title II, Part C, SP1—Secondary Education, Section 231
- [ ] Title II, Part C, SP1—Postsecondary Education/Adult, Section 232
- [ ] Title III, Part A—Community Based Organization
- [ ] Title III, Part B—Consumer Homemaker Education
- [ ] Title III, Part E—Tech-Prep Education
- [ ] Title III, Part F—Facilities and Equipment

Information submitted: [ ] Original [ ] Revision _____ Date: _____

Line No.	Account No.	Object of expenditures classification	Federal funds (ENTER DOLLAR AMOUNT ONLY.) (A) Instruction	(B) Professional development	(C) Curriculum development	(D) Research/ evaluation/ data development	(E) Guidance and counseling	(F) Transportation and child care for participants*	(G) Special populations coordinator**	(H) Apprenticeship	(I) Tech-Prep	(J) Incarcerated individuals	(K) Administration/ indirect***	(L) Total
1	1000	Certificated salaries												
2	2000	Classified salaries												
3	3000	Employee benefits												
4	4000	Books and supplies												
5	5000	Services and other												
6	6000	Capital outlay												
12		Total												

*Applies only to Title II, Part B, SP1, Single Parents/Homemakers, and Elimination of Sex Bias.
**Applies only to Title II, Part C, Section 231.
***Administration/indirect total may not exceed 5 percent.

25

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CDE 101-A-Budget/Expenditure Schedule

A separate CDE 101-A detailing the proposed/actual expenditures by object classification must be submitted for each of the following:

Funding source	*Purpose*
Title II, Part A	State Leadership
Title II, Part B, SP1	Single Parent/Homemaker/Pregnant Women
Title II, Part B, SP1	Elimination of Sex Bias
Title II, Part B, SP2	Criminal Offenders
Title II, Part C, SP1	Secondary Education, Section 231
Title II, Part C, SP1	Postsecondary Education/Adult, Section 232
Title III, Part A	Community Based Organization
Title III, Part B	Consumer Homemaker Education
Title III, Part E	Tech-Prep Education
Title III, Part F	Facilities and Equipment

Check if this form is being used for budget or expenditure.

Heading: Complete heading information as follows:

- Enter county, district, and special code number; refer to allocation document (VE-1).
- Local Educational Agency: Enter the name of the agency applying for funding.
- Funding Source/Purpose: Check appropriate box (only one per page).
- Information Submitted: Check appropriate box; if amendment, enter date.

Object of Expenditure/Funds: Enter dollar amount only; do not include cents.

- Using the appropriate column, enter on the object of expenditure classification line, the proposed/actual expenditures for the funding source checked. (Refer to the current *California School Accounting Manual* for clarification of object of expenditures.)
- All expenditures for Work Experience Education Programs shall be listed under "Guidance and Counseling," Column (E).
- Transportation and Child Care for Participants (Column F). This column applies to Title II, Part B, SP1, Single Parents/Homemakers and Elimination of Sex Bias only.
- Special Population Coordinator (Column G). This column applies only to Title II, Part C, Section 231.
- Administration/Indirect (Column K). A maximum of 5 percent of federal funds may be budgeted/expended for direct and/or indirect costs of vocational education administration.
- Verify that the total (Column L) is the sum of columns (A) through (K).

Please Return 3 copies to:

California Department of Education
Career–Vocational Education Division
P.O. Box 944272
Sacramento, CA 94244-2720

APPLICATION FOR FUNDS UNDER THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCTION ACT OF 1990

Sign-Off Form for Representatives of Special Populations

Program Year _____ Local Educational Agency _____

As a representative of the special population group noted below, I understand that local educational agencies which receive basic grant funds under Title II of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 are required to provide for equitable access and full participation of special population students in the vocational education program(s) targeted for improvement with these funds. My signature confirms that I have been involved in the development of, or have reviewed this agency's 1994-95 Application for Perkins funds.

Signatures of Special Population Representatives

Limited English Proficient

Name: _____ Title: _____

Signature: _____ Date: _____

Disabled (Handicapped)

Name: _____ Title: _____

Signature: _____ Date: _____

Academically and Economically Disadvantaged

Name: _____ Title: _____

Signature: _____ Date: _____

Gender Equity

Name: _____ Title: _____

Signature: _____ Date: _____

APPLICATION FOR FUNDS UNDER THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1990

Assurance of Compliance with Section 117(a), Annual Program Evaluation

Program Year: _____ Local Educational Agency: _____

Section 117(a) of the Perkins Act requires each recipient of Title IIC funds to annually evaluate the effectiveness of the programs assisted with these funds. THE PURPOSE OF THIS FORM IS TO ASSURE LOCAL EDUCATIONAL AGENCY COMPLIANCE WITH THESE EVALUATION REQUIREMENTS.

The evaluation requirements include:

1. Implementation of the statewide system of core standards and measures of performance for secondary and postsecondary vocational programs. (The academic achievement, retention and placement data required for the amended core standards and measures will be collected through the standard reports submitted by the District, Adult Schools and ROC/Ps. Refer to the assessment section of the local plan for the requirements related to special population student standards.)

2. A review of vocational education programs, with the full and informed participation of representatives of individuals who are members of special populations, to identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to vocational education programs, or success in such programs for individuals who are members of special populations.

3. An evaluation of the progress of individuals who are members of special populations in vocational education programs assisted under the Act.

4. An evaluation of the progress of vocational education programs in providing vocational education students with strong experience in and understanding of all aspects of the industry* the students are preparing to enter.

*All aspects of industry is defined in the Perkins Act as including, with respect to a particular industry that a student is preparing to enter, planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety, and environmental issues related to that industry.

The undersigned certifies that the Annual Evaluation as required in Section 117(a) of the Perkins Act has been completed for the 1993-94 program year and written verification is on file for future consolidated compliance reviews.

Name of Person Completing Form	**Title**
Signature	**Date**

PERKINS FORMS
A:ASSURANC.FRM

APPLICATION FOR FUNDS UNDER THE CARL D. PERKINS
VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1990

Assurance of Compliance with Section 118(c):
Services and Activities for Individuals who are Members of Special Populations

Program Year _____ Local Education Agency _____

Section 118(c) of the Perkins Act and other Federal mandates require each recipient of Title IIC funds to provide assurances that specified services and activities for individuals who are members of special populations shall be conducted:

1. Students who are members of special populations will be assisted to enter vocational education programs, and, with respect to students with handicaps, assisted in fulfiling the transitional service requirements of Section 626 of the Education of the Handicapped Act. Students with disabilities who have individualized education programs under Section 614(a)(5) of the Individuals with Disabilities Education Act (I.D.E.A.), with respect to vocational education programs, will be afforded the rights and protections guaranteed those students under Sections 612, 614, and 615 of the I.D.E.A.

2. The special needs of students participating in funded programs will be assessed with respect to their successful completion of the vocational education program in the most integrated setting possible.

3. Students who are members of special populations will be assisted to succeed in vocational education programs through provision of supplementary services, such as counseling, English language instruction, child care, and special aids. With respect to individuals with handicaps, the supplementary services include (a) curriculum modification, (b) equipment modification, (c) classroom modification, (d) supportive personnel, and (e) instructional aids and devices.

4. Guidance, counseling, and career devlopment activities conducted by professionally trained counselors and teachers who are associated with the provisions of such special services will be provided.

5. Counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities will be provided.

The undersigned certifies that the services and activities as required in Section 118(c) and other Federal mandates are provided as specified. Written descriptions/verifications are on file for future consolidated compliance reviews.

_____ _____
Name of Person Completing Form Title

_____ _____
Signature Date

APPLICATION FOR FUNDS UNDER THE CARL D. PERKINS
VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1990

Assurance of Compliance with Data Collection and Reporting Requirements: End-of Year-Report of Data

Program Year _____ Local Education Agency _____

The undersigned certifies that appropriate data collection procedures have been implemented so as to enable recipients of Perkins Act funds to collect and report on vocational education enrollments, services, achievements, and supplementary services related to the use of Federal Carl D. Perkins Vocational and Applied Technology Education Act funds. These data, as required on the End-of-Year Report, include:

- **Course and program enrollments by gender, ethnicity, special populations, and adult**
- **Program completers**
- **Placements of program completers**
- **Numbers of teachers**
- **Achievements of programs, services, and activities**
- **Supplementary services for special populations**

_____ _____
Name of Person Completing Form Title

_____ _____
Signature Date

APPLICATION FOR FUNDS UNDER THE CARL D. PERKINS
VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1990

Assurances of Compliance with:
(1) Section 113(b)(3)(D), Participation of Individuals who are Members of Special Populations Enrolled in Private Secondary Schools, and
(2) Section 240(13), Provision of Data in Compliance with Section 231(d)

NOTE: These assurances are required only for recipients of Section 231 funds.

Program Year _____ Local Education Agency _____

(1) Participation of Individuals who are Members of Special Populations Enrolled in Private Secondary Schools

In compliance with Section 113(b)(3)(D) of the Perkins Act, each recipient of Title II, Part C, Section 231, funds is being required to make assurances that, consistent with the number and location of individuals who are members of special populations who are enrolled in private secondary schools, provision is made for the participation of such individuals in the vocational education programs assisted under Section 231.

(2) Provision of Data in Compliance with Section 240(13)

In compliance with Section 240(13) of the Perkins Act, each recipient of Title II, Part C, Section 231 funds, makes an assurance that the recipient will provide sufficient information to the State to enable the State to comply with the provisions of Section 231(d), allocations to area vocational education schools and intermediate educational agencies. This information is deemed to consist solely of:

A. Data on the percentage of (1) students with handicaps, and (2) students who are economically disadvantaged, who attend secondary schools under the jurisdiction of all of the local educational agencies sending students to a Regional Occupational Center/Program (considered to be an "area vocational school").

B. Names of these secondary schools and the name of the local Regional Occupational Center/Program.

The undersigned certifies that the requirements as stated above will be performed for each of the two years of the 1994-1996 local plan and that written documentation and/or specified data will be on file, provided to the State as requested, and available for future consolidated compliance reviews.

_____ _____
Name of Person Completing Form Title

_____ _____
Signature Date

Targeting by Program

Program Areas (2)	Special Population Students					
	A. LEP	B. Handicapped	C. Disadvantaged Economic and Academic	D. Sex Bias (1)	E. Incarcerated	F. Totals
G. Agriculture						
H. Business						
I. Industrial and Technology						
J. Home Economics						
K. Health Careers						
					Total # of Special Population Students in Vocational Education	

1. To report Sex Bias enrollments, identify those programs (not courses) in which the enrollment of one gender is less than 25 percent of the total and report the minority gender enrollment. Example: 400 students are enrolled in a district's Consumer-Homemaking Education program and only 70 of these students are males. Because the male enrollment makes up less than 25 percent of the total enrollment, the district should report the 70 male students in the Sex Bias Column for CHE.

2. Consider ROC/P course enrollments only in those courses which are recognized components of sequentially organized vocational programs conducted by the district.

Directions

1. Fill in the blanks for the number of special population students--LEP, HANDICAPPED, ACADEMICALLY AND ECONOMICALLY DISADVANTAGED, SEX BIAS AND, WHERE APPROPRIATE, INCARCERATED--in each program area.

2. Add Column F to determine the total number of special population students.

3. Divide the total number of special population students by the number of programs listed to determine the average number per program.

4. Program(s) to be targeted: The program which serves the greatest number of special population students must be targeted. The district may target any other program which exceeds the average.

Targeting by Site

Sites (2)	Special Population Students					
	A. LEP	B. Handicapped	C. Disadvantaged Economic and Academic	D. Sex Bias (1)	E. Incarcerated	F. Totals
School #1						
School #2						
School #3						
School #4						
School #5						
					Total # of Special Population Students	

(1.) To report Sex Bias enrollments, identify those programs (not courses) in which the enrollment of one gender is less than 25 percent of the total and report the minority gender enrollment. Example: 400 students are enrolled in the Consumer-Homemaking Education program at School #1 and only 70 of these students are males. Because the male enrollment makes up less than 25 percent of the total enrollment, the district should report the 70 male students in the Sex Bias Column for School #1.

(2.) List all secondary high school sites which have vocational education programs. **Note: If the LEA has only one high school or conducts vocational programs at only one high school, it must target by program.**

Directions

1. Fill in the blanks for the number of special population students--LEP, HANDICAPPED, ACADEMICALLY AND ECONOMICALLY DISADVANTAGED, SEX BIAS AND, WHERE APPROPRIATE, INCARCERATED--at each site.

2. Add Column F to determine the total number of special population students.

3. Divide the total number of special population students by the number of sites listed to determine the average number per site.

4. Site(s) to be targeted: The site which serves the greatest number of special population students must be targeted. The district may target any other site which exceeds the average.

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

---

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, and officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, and officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

---

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

---

3. DRUG-FREE WORKPLACE
(GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR part 85, Sections 85.605 and 85.610--

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about--

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will--

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of this or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

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(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted--

(1) taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610--

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

LOCAL EDUCATION AGENCY
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
SIGNATURE DATE

APPENDIX

A. SECTION 117, PART A

B. CORE MEASURES AND STANDARDS

C. SECTION 118, PARTS B AND C

D. SECTION 235

E. SECTION 240

F. SECTIONS 311 AND 312

G. GENDER EQUITY REQUIREMENTS

CORE MEASURES AND STANDARDS

Measure 1: Basic and More Advanced Academic Skills

Secondary

Student performance on the statewide California High School Performance Assessment at grade 10.

Data Collection

California High School Performance Assessment

Standard

School Achievement of a score of "4" or above on a 6-point scale of student performance by:

- Absolute Performance Standard: Achieving a score of at least 75 points on a 100-point composite index comprised of rated factors, including the percent of student mobility, level of parent education, percent of students receiving AFDC, and other factors.

- Growth Standard: Showing improvement at a rate that meets or exceeds the state growth target. (Growth is the change in the percent of students meeting performance standards.)

Postsecondary

Successful completion of a vocational education course that integrates academics into the curriculum and that leads to a certificate, degree or diploma.

Data collection

- COCCC: Management Information System (MIS)
- Adult Education: CDE Form
- ROC/P: VE-80B

Standard

Statewide average for successful course completion.

Measure 2: Retention

Secondary

Dropout complement rate (percentage of students who did not drop out in grades 10-12).

Data Collection

California High School Performance Assessment

Standard

- Absolute Performance Standard: Scoring at or above 75 points on the 100-point composite index when compared to similar schools. (Comparison group norms are frozen at level of base year, 1986-87.)

- Growth Standard: Improving the dropout complement rate by 5 percentage points over the base year of 1986-87.

Postsecondary

Percentage of students identified as course completers.

Data Collection

- COCCC: MIS
- Adult Education: CDE Form
- ROC/P:VE-80B

Standard

Statewide average for course completion and /or attainment of course certificate.

Measure 3: Placement

Secondary and Postsecondary

Follow-up of program completers, including special populations students and tech prep students.

Data Collection

All segments:

- Unemployment insurance wage records
- Community College MIS files

- Student enrollment data from University of California (UC) and California State
- University (CSU) systems
- Military enlistment data.

Standard

Percentage of students placed into employment or who transfer to higher education, progress to additional training, or enter the military will increase until percentage meets minimum standard (to be determined by statewide average).

SECTION 118: CRITERIA FOR SERVICES AND ACTIVITIES FOR INDIVIDUALS WHO ARE MEMBERS OF SPECIAL POPULATIONS

Parts A and D of section 118 detail requirements for the state. Parts B and C of Section 118 are directed to local districts. A description of Parts B and C follow.

Part B. Provision of Information.

1. Each local educational agency shall provide to students who are members of special populations and parents of such students at least 1 year before the students enter or are of an appropriate age for the grade level in which vocational education programs are first generally available in the State, but in no event later than the beginning of the ninth grade, information concerning–

    A. the opportunities available in vocational education;
    B. the requirements for eligibility for enrollment in such vocational education programs;
    C. specific courses that are available;
    D. employment opportunities; and
    E. placement.

2. Each eligible institution that receives assistance under Title II shall provide the information described in paragraph (1) to each individual who requests information concerning or seeks admission to vocational education programs offered by the institution, and, when appropriate, assist in the preparation of applications relating to such admission.

3. The information provided under this subsection shall, to the extend practicable, be in a language and form that the parents and students understand.

Part C. Assurances. Each eligible recipient that receives assistance under Title II shall provide assurances that such eligible recipient shall–

1. assist students who are members of special populations to enter vocational education programs, and, with respect to students with handicaps, assist in fulfilling the transitional service requirements of Section 626 of the Education of the Handicapped Act;

2. assess the special needs of students participating in programs receiving assistance under Title II with respect to their successful completion of the vocational education program in the most integrated setting possible;

3. provide supplementary services to students who are members of special populations, including, with respect to individual with handicaps–

   A. curriculum modification;
   B. equipment modification;
   C. classroom modification;
   D. supportive personnel; and
   E. instructional aids and devices;

4. provide guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provisions of such special services; and

5. provide counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities.

SECTION 235: USES OF FUNDS

- **General Authority**--Each eligible recipient that receives a grant under this part shall use funds provided under such grant to improve vocational education programs, with the full participation of individuals who are members of special populations, at a limited number of sites or with respect to a limited number of program areas.

- **Priority**--Each eligible recipient that receives a grant under this part shall give priority for assistance under this part to sites or programs that serve the highest concentrations of individuals who are members os special populations.

- **Requirements for Uses of Funds**--

1. Funds made available under a grant under this part shall be used to provide vocational education in programs that--

   A. are of such size, scope, and quality as to be effective;

   B. integrate academic and vocational education in such programs through coherent sequences of courses so that students achieve both academic and occupational competencies; and

   C. provide equitable participation in such programs for the special populations consistent with the assurances and requirements in Section 118.

2. In carrying out the provisions of paragraph (1), grants funds may be used for activities such as--

   A. upgrading the curriculum;

   B. purchase of equipment, including instructional aids;

   C. inservice training of both vocational instructors and academic instructors working with vocational education students for integrating academic and vocational education;

   D. guidance and counseling;

   E. remedial courses;

   F. adaptation of equipment;

   G. tech-prep education programs;

   H. supplementary services designed to meet the needs of special populations;

I. a special populations coordinator paid in whole or in part from such funds who shall be a qualified counselor or teacher to ensure that individuals who are members of special populations are receiving adequate services and job skill training;

J. apprenticeship programs;

K. programs that are strongly tied to economic development efforts in the State;

L. programs which train adults and students for all aspects of the occupation in which job openings are projected or available;

M. comprehensive mentor programs in institutions of higher education offering comprehensive programs in teacher preparation, which seek to fully use the skills and work experience of individuals currently or formerly employed in business and industry who are interested in becoming classroom instructors and to meet the need of vocational educators who wish to upgrade their teaching competencies;

N. provision of education and training through arrangements with private vocational training institutions, private postsecondary educational institutions, employers, labor organizations, and joint labor-management apprenticeship programs whenever such institutions, employers, labor organizations, or programs can make a significant contribution to obtaining the objectives of the State plan and can provide substantially equivalent training at a lesser cost, or can provide equipment or services not available in public institutions.

3. Equipment purchases pursuant to sections 231 and 232, when not being used to carry out the provisions of this Act, may be used for other instruction purposes if--

A. the acquisition of the equipment was reasonable and necessary for the purpose of conducting a properly designed project or activity under this title;

B. is used after regular school hours or on weekends; and

C. such other use is--

i. incidental to the use of that equipment under this title;

ii. does not interfere with the use of that equipment under this title; and

iii. does not add to the cost of using that equipment under this title.

4. Each eligible recipient receiving funds under this part shall use no more that 5 percent of such funds for administrative costs.

SECTION 240: LOCAL APPLICATION

Any eligible recipient desiring financial assistance under this part shall, according to requirements established by the State board, submit to the State board an application, covering the same period as the State plan, for the use of such assistance. The State board shall determine requirements for local applications, except that each such application shall--

1. contain a description of the vocational education programs to be funded, including--

   A. the extent to which the program incorporates each of the elements described in Section 235;

   B. how the eligible recipient will use the funds available under this part and from other resources to improve the program with regard to each use funds described in Section 235;

2. contain a report on the number of individuals in each of the special populations;

3. contain a description of how the needs of individuals who are members of special populations will be assessed and description of the planned use of funds to meet such needs;

4. describe how access to program of good quality will be provided to students who are economically disadvantaged (including foster children), students with handicaps, and students of limited English proficiency through affirmative outreach and recruitment efforts;

5. provide assurances that the programs funded under this part shall be carried out according to the criteria for programs for each special population;

6. describe the program evaluation standards the applicant will use to measure its progress;

7. describe methods to be used to coordinate vocational education services with relevant programs conducted under the Job Training Partnership Act, including cooperative arrangements established with private industry councils established under Section 102(a) of such Act, in order to avoid duplication and to expand the range of and accessibility to vocational education services;

8. describe methods used to develop vocational educational programs in consultation with parents and students of special populations;

9. provide a description of co -dination with community-based organizations;

10. consider the demonstrated occupational needs of the area in assisting programs funded by this Act;

11. provide a description of how the eligible recipient will provide a vocational education program that--

    A. integrates academic and occupational disciplines so that students participating in the program are able to achieve both academic and occupational competence; and

    B. offers coherent sequences of courses leading to a job skill;

12. provide assurances that the eligible recipient will provide a vocational education program that--

    A. encourages students through counseling to pursue such coherent sequences of courses;

    B. assists students who are economically disadvantaged, students of limited English proficiency, and students with handicaps to succeed through supportive services such as counseling, English-language instruction, child care, and special aids;

    C. is of such size, scope, and quality as to bring about improvement in the quality of education offered by the school; and

    D. seeks to cooperate with the sex equity program carried out under Section 222;

13. provide an assurance that the eligible recipient will provide sufficient information to the State to enable the State to comply with the provisions of Section 231(d); and

14. describe how the eligible recipient will monitor the provision of vocational education to individuals who are members of special populations.

SECTION 311: CONSUMER AND HOMEMAKING EDUCATION GRANTS

From the portion of the allotment of each State under Section 101 available for this part, the Secretary is authorized to make grants to States to assist them in conducting consumer and homemaking education programs. Such programs may include (1) instructional programs, services, and activities that prepare youth and adults for the occupation of homemaking, and (2) instruction in the areas of food and nutrition, individual and family health, consumer education, family living and parenthood education, child development and guidance, housing, home management (including resource management), and clothing and textiles.

SECTION 312: USE OF FUNDS FROM CONSUMER AND HOMEMAKING EDUCATION GRANTS

A. Grants to any State under this part shall be used, in accordance with State plans approved under Section 114

1. to conduct programs for residents of economically depressed areas;
2. to encourage participation of traditionally underserved populations;
3. to encourage, in cooperation with the individual appointed under Section 111 (b)(1), the elimination of sex bias and sex stereotyping;
4. to improve, expand, and update programs with an emphasis on those which specifically address needs described under clauses (1), (2), and (3); and
5. to address priorities and emerging concerns at the local, State, and national levels.

B. Grants for the purposes set forth in subsection (a) may be used for--

1. program development and improvement of instruction and curricula relating to managing individual and family resources, making consumer choices, balancing work and family, improving responses to individual and family crises (including family violence and child abuse), strengthening parenting skills (especially among teenage parents), preventing teenage pregnancy, assisting aged and individuals who have handicaps, and members of at-risk populations (including the homeless), improving individual child and family nutrition and wellness, conserving limited resources, understanding the impact of new technology on life and work, applying consumer and homemaking education skills to jobs and careers, and other needs as determined by the State; and,

GENDER EQUITY REQUIREMENTS OF THE PERKINS ACT

The following activities are required of Perkins Funds recipients:

- Identify, recruit, retain, and place male and female students who desire to participate in nontraditional programs.
- Provide recruitment and support services (e.g., child care and transportation) to teen parents.
- Collaborate with social service agencies and community-based organizations.
- Coordinate with services provided by sex equity and single parent grants.
- Recognize cultural diversity and utilize staff development activities and materials available from the California Department of Education Office of Gender Equity to recruit culturally diverse students into vocational education.
- Recognize sex bias and stereotyping in the classroom and implement staff development activities to eliminate them.
- Evaluate the outcomes for nontraditional students, teen parents, adult single parents, displaced homemakers, and other special population students.

California Community Colleges

1994-96 LOCAL PLAN

PACKET AND GUIDELINES

Carl D. Perkins Vocational and Applied
Technology Education Act of 1990

Chancellor's Office
California Community Colleges
Economic Development and Vocational Education Division
1107 Ninth Street, Ninth Floor
Sacramento, California 95814
(916) 445-0486

INTRODUCTION TO THE DEVELOPMENT OF A TWO-YEAR LOCAL PLAN

The Perkins Act and Final Regulations require districts to develop a detailed local plan explaining how basic grant (Title II-C) funds will be spent and providing a clear rationale as to why they will be spent in this manner. The Local Plan requirements are far more substantive than in prior Acts. The significance cannot be overstated. The Local Plan and Application create a binding contractual relationship with the State.

The Local Plan for vocational education encompasses a two-year period from July 1, 1994 through June 30, 1996, while the application encompasses only one year from July 1, 1994 through June 30, 1995.

The Local Plan represents a narrative explanation regarding how your district plans to use Carl D. Perkins Act funds to address the mandates in the Act through June 30, 1996.

Each eligible recipient must address the Perkins Act mandates and all three State priorities identified by the needs assessment. Furthermore, each eligible recipient is required to include the competencies and three-part foundation of the SCANS report as well as the State's standards and measures of performance for vocational education.

It is important that all segments of the district serving special populations be actively involved in the development of the plan and application as well as vocational education faculty, advisory committees, and students who are members of special populations.

The Carl D. Perkins funds are to be focused on improvement of vocational education programs that have the greatest number of special populations students identified by formula in the application.

Each eligible recipient is required to describe: (1) the programs to be funded, with clear rationale as to why they were chosen; (2) the population(s) to be served; (3) the needs of these populations and how the needs were identified; and (4) the expected outcome(s) as a result of the planned expenditures.

The local plan should not reflect dollar amounts, nor is it necessary to explain in which year the planned expenditures will occur. The plan should be focused on the two-year period that is the basis for the application. The dollar amounts will appear in the application only.

A resource guide has been provided that covers all of the requirements mentioned above (please read it carefully). Each eligible recipient must address these requirements, and in so doing, use the reference guide by indicating the page(s) where the item can be found in the narrative.

Local plans for single campus districts should not exceed 15 pages, or 30 pages for multiple campuses, or include extensive supplemental information. The plan shall include the Local Plan Agreement Cover Page, Table of Contents, and the Narrative. Do not add binders or other covers.

Three copies each with original signatures, must be received in The Chancellor's Office on or before 5:00 p.m., June 1, 1994.

INSTRUCTIONS FOR DEVELOPING A TWO-YEAR LOCAL PLAN

1. Read the Resource Guide carefully, it contains the requirements for the Local Plan.

2. Study the Table of Contents for the Local Plan (included in this packet), it will guide your development of the narrative.

3. Select the participants to be involved in developing the Local Plan and review the required elements in Items One and Two above with them.

4. Utilize enrollment data from 1992-93 to determine site or program funding priorities. See the worksheets included in this package.

5. Write the narrative of the Plan. This requires addressing Elements 1-23 in the Table of Contents, and should not exceed 15 single spaced pages for single campus districts and 30 pages for multiple campus districts. Do not change the order of the Table of Contents (provided). Please follow it precisely.

6. Number each page, beginning with page one of the narrative.

7. Complete the Table of Contents (provided in this packet) by inserting next to each required element the page number where the element has been addressed in the narrative.

8. Obtain the signature of the Superintendent/President on the Local Plan Agreement Face Page (three originals).

9. Assemble the materials in the following order:

   a. Local Plan Agreement Face Page
   b. Table of Contents
   c. Narrative

10. Staple in the upper left hand corner. **Do not** use binders or other covers. **Do not** include appendices or other supplemental information. Three copies each (with original signatures) of the completed Two-Year Local Plan and One-Year Application **must be received in the Chancellor's Office on or before 5:00 p.m., June 1, 1994.**

ESTABLISHING PRIORITY FUNDING BY SITE AND PROGRAM AREAS

Program Formula(s) Worksheet Page

Perkins Act funds are intended to support campuses and vocational education programs demonstrating the greatest need. Districts may use either actual counts (rank order), percentages, or a combination of the two methods for determining which campuses (in a multi-campus district) and which vocational programs (in either a single or multi-campus district) demonstrate the "greatest need." The following grids should assist districts in determining campuses and/or vocational programs demonstrating the greatest need.

Determining Eligible Campuses for Multi-Campus Districts

Campus:	Vocational Program Enrollment Special Pops:	Total Students:	Special Pop. Percentage:
_____	_____	_____	(1)_____
_____	_____	_____	(2)_____
_____	_____	_____	(3)_____
_____	_____	_____	(4)_____
_____	_____	_____	(5)_____
Total	_____	_____	(...)_____

Formula: Total # special pop. ÷ total # Voc. Ed. students = District Mean %

Determining Eligible Programs Within Districts

Program (By TOP Code):	Vocational Program Enrollment Special Pops:	Total Students:	Special Pop. Percentage:
_____	_____	_____	(1)_____
_____	_____	_____	(2)_____
_____	_____	_____	(3)_____
_____	_____	_____	(4)_____
_____	_____	_____	(5)_____
_____	_____	_____	(6)_____
Total	_____	_____	(...)_____

Formula: Total # special pop. ÷ total # Voc. Ed. students = Program Mean %

DETAIL FOR FORMULAS

Section 235

(a) Each eligible recipient that receives a grant under this part (Title IIC) shall use funds provided under such grant to improve vocational education programs, with the full participation of individuals who are members of special populations, at a limited number of sites or with respect to a limited number of program areas.

(b) Each eligible recipient that receives a grant under this part (Title IIC) shall give priority for assistance under this part to sites or program areas that serve the highest concentrations of individuals who are members of special populations.

Districts may use actual counts (rank order), percentages, or a combination of both methods to identify the sites or program areas with the highest concentration of special populations to determine priority funding. (see Final Regulations 403.111)

The Taxonomy of Program (TOP) Codes (at the two digit level) are to be used to identify, vocational education programs.

Multiple Campus Districts

Describe which one of the following processes the district used to determine the vocational programs to be funded:

OPTION 1: LIMITED NUMBER OF SITES

Using the 1992-93 Vocational Education program enrollment figures, districts must:

Step #1: Identify the total number of Vocational Education students who are members of special populations per campus.

Step #2: Identify the total number of vocational education students per campus.

Step #3: Divide the number of special population students (#1 above) by the number of Vocational Education students (#2 above) to compute the percentage of special population students for each campus.

Step #4: Add the number of vocational education special population students on each campus together to determine the total number of special population students for the district.

Step #5: Add the number of Vocational Education students on each campus together to determine the total number of Vocational Education students for the district.

Step #6: Divide the number of special population students (#4 above) by the number of Vocational Education students (#5 above) to compute the percentage of special population students for the total district.

Step #7: Compare the percentage of special populations on each campus with the district-wide percentage to determine the campus(es) with the highest concentration of special populations for priority funding.

Step #8: Each campus to receive Perkins funds then identifies the use of their portion of district funds that shall be used to provide program improvement in vocational Education programs that serve the highest concentrations of individuals who are members of special populations using either actual counts breakdowns or percentages.

ALTERNATE PROCESS TO ESTABLISH FUNDING

To determine highest concentration using actual counts of students who are members of special populations, districts would simply rank order (from high to low) the numbers for each campus to establish priority funding.

However, numbers are not the only factor to be considered in priority funding. Section 235 (c)(1) requires that Perkins funds be used in programs that:

a. are of such size, scope, and quality as to be effective;

b. integrate academic and vocational education in such programs through coherent sequences of courses so that students achieve both academic and occupational competencies; and

c. provide equitable participation in such programs for the special populations.

For example:
A district with three campuses have enrollment figures as follows:

Campus	Special Population	Vocational Program Enrollment	Special Pop. Percentage
A	2,000	5,500	36%
B	1,500	3,500	43%
C	500	1,000	50%
Total	4,000	10,000	40%

The district percentage would be $\frac{4,000}{10,000} = 40\%$

If percentages are used, Campus B and Campus C would receive federal funding, Campus A would not receive any federal funding. If actual counts (rank order) were used, Campus A and Campus B would be funded. The two funded campuses then have to determine which vocational program areas are to be funded based upon the criteria listed in Step #9 above.

OPTION 2: LIMITED NUMBER OF PROGRAMS

Funds will be used to improve vocational education programs in a limited number of program areas that serve the highest concentrations of individuals who are members of special populations.

Step #1: Using the 1992-93 enrollment figures, each college in the district must identify the total number of vocational education students who are members of special populations. The VATEA report can be used to identify economically and educationally disadvantaged, disabled, LEP students, and students enrolled in those programs that are imbalanced by gender.

Those programs that have less than 25% enrollment of either sex are gender imbalanced.

Step #2: The district compiles the numbers by program for each campus.

Step #3: Divide the number of special population students (#1 above) by the number of Vocational Education students (#2 above) to compute the percentage of special population students for each program.

Step #4: Add the number of vocational education special population students in each program together to determine the total number of special population students for the district.

Step #5: Add the number of Vocational Education students in each program together to determine the total number of Vocational Education students for the district.

Step #6: Divide the number of special population students (#4 above) by the number of Vocational Education students (#5 above) to compute the percentage of special population students for the total district.

Step #7: Those program areas that have the highest concentrations of individuals who are members of special populations will receive priority for funding throughout the district (according to the law, not all program areas can be funded in any one year).

ALTERNATE PROCESS TO ESTABLISH FUNDING

To determine highest concentration using actual counts of students who are members of special populations, districts would simply rank order (from high to low) the numbers for each campus to establish priority funding.

In addition, the program areas to be funded must meet the following criteria:

a. are of such size, scope, and quality as to be effective;

b. integrate academic and vocational education in such programs through coherent sequences of courses so that students achieve both academic and occupational competencies; and

c. provide equitable participation in such programs for the special populations.

For example:

A district that offers instruction in four vocational education program areas has the following enrollment data:

Program (by TOP Code)	Special Pop.	Voc. Program Enrollment Total	Spec. Pop. Percentage
01 Agriculture	200	500	40.0%
05 Business	1,200	5,000	24.0%
09 Engineering	325	1,000	32.5%
12 Health	75	200	37.5%
Total	1,800	6,700	27.0%

The district percentage would be $\frac{1,800}{6,700} = 27.0\%$

Using percentages, the programs in agriculture, health, and engineering at all the campuses in the district would receive priority funding. Using actual counts, business, engineering, and agriculture would receive priority funding. Regardless of the method used, the programs must meet the criteria as specified in Section 235 (c)(1).

Single Campus District

Step #1: Using the 1992-93 enrollment figures, the district must identify the total number of vocational education students by program using two digit TOPS codes and the total number of students, who are members of special populations in these programs. The VATEA report can be used to identify economically and educationally disadvantaged, disabled, LEP students, and students enrolled in those programs that are imbalanced by gender. Those programs that have less than 25% enrollment of either sex are gender imbalanced.

Step #2: Those program areas that have the highest concentrations of individuals who are members of special populations will receive priority for funding (according to the law, not all program areas can be funded in any one year).

Step #3: Divide the number of special population students (#1 above) by the number of Vocational Education students (#2 above) to compute the percentage of special population students for each program.

Step #4: Add the number of vocational education special population students in each program together to determine the total number of special population students for the district.

Step #5: Add the number of Vocational Education students in each program together to determine the total number of Vocational Education students for the district.

Step #6: Divide the number of special population students (#4 above) by the number of Vocational Education students (#5 above) to compute the percentage of special population students for the total district.

Step #7: Those program areas that have the highest concentrations of individuals who are members of special populations will receive priority for funding throughout the district (according to the law, not all program areas can be funded in any one year).

ALTERNATE PROCESS TO ESTABLISH FUNDING

To determine highest concentration using actual counts of students who are members of special populations, districts would simply rank order (from high to low) the numbers for each campus to establish priority funding.

In addition, the program areas to be funded must meet the following criteria:

a. are of such size, scope, and quality as to be effective;

b. integrate academic and vocational education in such programs through coherent sequences of courses so that students achieve both academic and occupational competencies; and

c. provide equitable participation in such programs for the special populations.

For example:

A college that offers instruction in four vocational education program areas has the following enrollment data:

Program (by TOP Code)	Special Pop.	Total	Spec. Pop. Percentage
01 Agriculture	200	500	40.0%
05 Business	1,200	5,000	24.0%
09 Engineering	325	1,000	32.5%
12 Health	75	200	37.5%
Total	1,800	6,700	27.0%

The college percentage would be $\frac{1,800}{6,700} = 27.0\%$

Using percentages, the programs in agriculture, health, and engineering would receive priority funding. Using actual counts (rank order) the programs in business, engineering, and agriculture would receive priority funding. Regardless of method used, programs must meet the criteria in Step #3 as specified in Section 235 (c)(1).

Targeting Programs With Low Concentrations Of Special Populations (Final Regulations 403.111)

Districts may choose to target sites or program areas with low concentrations of members of special populations for the purpose of increasing the participation rate if:

1. There is potential for increase; i.e., large numbers of special populations exist at the site.

2. Supplemental and other services are sufficient to enable these special populations members in high concentration programs to participate fully.

3. The program is one of high occupational demand.

4. The use of funds is restricted to increasing access (equitable participation).

For example:

If in the last example only two special population students were enrolled in health programs (1%), the district could choose to target Perkins funds for the purpose of increasing the participation rate. However, first the district must meet the criteria in Section 235 (c)(1) as well as the criteria listed in Steps #1-4 above.

Districts choosing this option should expect to provide evidence that participation rates in the targeted program area increased:

Sex Equity

Programs with less than 25% enrollment of either gender are considered imbalanced by gender. To calculate special populations members who are participating in programs that are nontraditional for their gender, districts should use the data report from 1992-93 to:

Step #1: Identify programs that are gender imbalanced.

Step #2: Count only those enrollments that are nontraditional for their gender.

For example

If only 2% of the enrollments in Health (in the earlier example) were males, the district could count these four students as members of its special populations. This would mean that these four students, if the Health program met the high concentrations of special populations, could receive supplementary and other services needed to enable them to succeed (full participation). On the other hand, if the district met all the earlier criteria in Section 235 (a) and (b) regarding full participation for high concentrations, the district could choose to target its Health program for the purpose of increasing the participation rate of males. Again, to do so, the district would have to meet the criteria listed earlier under targeting programs with participation of special population members.

Clearly there are two separate issues in Section 235 regarding the participation of members of special populations. First is the issue of full participation, which centers around providing supplementary and other services needed to enable these populations to succeed. Second is the issue of equitable participation which focuses on access.

The need to include a clear rationale in the narrative which explains and supports the district's choices in establishing Perkins funding priorities cannot be overemphasized. Regardless of methodology or rationale, districts are expected NOT to fund all programs. To do so would likely be seen as an audit exception to Section 235 (a) and (b).

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Term of the Local Plan **Page #**

Indicate that the Local Plan covers the same years as the State Plan: 1994-96.

Establishment of Funding Priorities

Describe the method used for determining priority funding by size of program (rank order, percentage, or combination). ____

Provide data which indicate that the funding priorities established in #2 above serve the highest concentrations of individuals who are members of special populations. ____

Include the number of disabled, economically disadvantaged, educationally disadvantaged, and limited English proficient students enrolled in vocational programs. ____

Include the number of participants in programs to eliminate sex bias (defined as programs that are imbalanced by gender) i.e., programs that have less than 25% enrollment of either sex. ____

Include the number of criminal offenders (incarcerated, awaiting trial, or in correctional institutions) who are enrolled in vocational programs. ____

Program Improvement

Provide rationale and description of the vocational program(s)/project(s) to be funded. ____

Describe the linkage between the program(s)/project(s) to be funded with Perkins dollars and those with demonstrated occupational need. ____

Describe how the grant funds will be used to improve the program or project.

a) Describe the activities/strategies to be undertaken to implement both of the first two statewide priorities. ____

b) Describe the activities/strategies to be undertaken to address the competencies and foundation of skills and personal qualities identified by SCANS. ____

Indicate with some precision how the district will comply with the statutory requirements in Section 235(c). ____

Special Populations

Explain how the needs of special populations members will be assessed. ____

Explain how Perkins funds will be used to provide supplementary and other services to meet the needs of special populations (Note: This item and the one above are used to determine full participation.) ____

Describe the methods to be used to consult with parents and students of special populations in the development of vocational programs. ____

Describe how affirmative outreach, recruitment efforts and other means of access will provide equitable participation for members of special populations. ____

Describe how the provision of vocational education program services and activities to special populations will be monitored. ____

Provide sufficient information for the State to prove that the program complies with the specific requirements for serving individuals with disabilities. ____

Coordination

Describe the methods to be used to coordinate vocational programs with relevant programs conducted under the Job Training Partnership Act. ____

Describe the coordination between the district and community based organizations (see page 9 of the Final Regulations for a partial listing). ____

Evaluation

Describe how the district will utilize the data from the Core Standards and Measures to improve vocational programs. _____

Set forth any local modifications to the State's Core Standards and Measures (if any, see 403.191 (2)(b), Final Regulations). _____

Describe the annual process (with full participation of representatives of special populations) to:

a) Identify and adopt strategies to overcome barriers to access and success for members of special populations. _____

b) Evaluate the progress of members of special populations. _____

Describe the annual process to evaluate the district's progress in providing vocational education students with strong experience and understanding of all aspects of the industries the students are preparing to enter. _____

Signature

Local Plan Agreement Face Page is signed by the Superintendent/President or other authorized officer legally binding the district to perform the work specified.

AGREEMENT

1994-96 TWO-YEAR LOCAL PLAN COVER PAGE

District: _____
College: _____
Phone Number: _____
FAX Number: _____

TO BE COMPLETED BY COCCC

Agreement No.: _____ Date: _____
Amendment No.: _____ Date: _____
Amendment No.: _____ Date: _____

This Agreement is made and entered into, by and between, the Chancellor's Office of the California Community Colleges, hereafter referred to as the State, and the aforementioned District, hereafter referred to as the Grantee. The Agreement shall consist of this face sheet, with authorized signatures, the Local Plan including all Terms and Conditions specified in the Perkins Act of 1990, Final Regulations, 1992, and the State Plan, 1994-96.

The signature of the chief executive officer or other authorized officer of the district legally binds the Grantee to perform the work specified in the Local Plan on the terms specified. Furthermore, the Chief Executive Officer certifies that representatives of the following special populations have participated in the development of this plan:

(1) economically and educationally disadvantaged, (2) disabled, (3) limited English proficiency, (4) participants in programs nontraditional for their sex, and (5) persons in correctional institutions (if applicable), and further assures that activities conducted with Perkins funds under this Local Plan will be used for program improvement according to the criteria specified.

STATE OF CALIFORNIA	GRANTEE
SIGNATURE, SPECIALIST (MONITOR) DATE	DISTRICT (Grantee): _____ COLLEGE: _____
PRINTED NAME	SIGNATURE, PROJECT ADMINISTRATOR DATE
	PRINTED NAME
	TITLE
AGENCY Chancellor's Office California Community Colleges 1107 Ninth Street Sacramento, CA 95814-3607	DISTRICT (Grantee) ADDRESS
SIGNATURE, CHIEF EXECUTIVE OFFICER (or Authorized Designee) DATE	SIGNATURE, CHIEF EXECUTIVE OFFICER (or Authorized Designee) DATE
PRINTED NAME OF PERSON SIGNING Phoebe K. Helm	PRINTED NAME OF PERSON SIGNING
TITLE Vice Chancellor	TITLE

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California Community Colleges

1994-95 LOCAL APPLICATION
FOR PERKINS FUNDING

PACKET AND GUIDELINES

Carl D. Perkins Vocational and Applied
Technology Education Act of 1990

Chancellor's Office
California Community Colleges
Economic Development and Vocational Education Division
1107 Ninth Street, Ninth Floor
Sacramento, California 95814
(916) 445-0486

FORMAT AND PROCEDURES

1. The following pages present the forms to be completed and the appropriate required assurances and certifications.

2. Instructions for developing a 1994-95 Local Application For Perkins Funding:

   a. Complete the "Local Plan/Application" cover page, including signature of the Superintendent/President.

   b. Complete form VATEA-1, "Request/Claim For Funds Title IIC", including signature of the Chief Executive Officer.

   c. Complete form VATEA-2A/2B, "Summary Sheet". Enter 2-digit TOPS coded numbers for programs receiving funds, as determined by the program formula in the Local Plan.

   d. Secure the signature of the Superintendent/President on assurances and certifications forms that appear as the last parts of this application. These are to be kept on file in the District Office and not sent to the Chancellor's Office with the application.

   e. Form VATEA-3A/3B is provided as a planning instrument and for audit purposes. This should be kept at the district, not sent with the Plan or Application.

3. Instructions for submitting a 1994-95 Local Application For Perkins Funding:

   a. Signature of Chief Executive Officer required on "Local Plan/Application".

   b. Signature of Chief Executive Officer is required on VATEA-1 "Request/Claim For Funds Title IIC".

   c. Complete budget form VATEA 2A/2B.

   d. Arrange the application as follows:

      (1) Local Plan/Application
      (2) VATEA-1
      (3) VATEA-2A/2B

   f. Submit 3 copies with original signatures on each copy.

   g. **The application is due in the Chancellor's Office on or before 5:00 p.m., June 1, 1994.**

AGREEMENT

LOCAL PLAN/ APPLICATION FOR TITLE II-C FUNDS

District: _____
College: _____
Phone Number: _____
FAX Number: _____

TO BE COMPLETED BY COCCC

Agreement No.: _____ **Date:** _____
Amendment No.: _____ **Date:** _____
Amendment No.: _____ **Date:** _____
Funding Source: _____
Amount to be Encumbered: $_____
Prior Amount Encumbered: $_____
Total Amount Encumbered: $_____

This Agreement is made and entered into, by and between, the Chancellor's Office of the California Community Colleges, hereafter referred to as the State, and the aforementioned District, hereafter referred to as the Grantee. The Agreement shall consist of this face sheet, with authorized signatures; the Local Plan/Application including all forms as specified in the packet; and the Perkins Act of 1990 and Final Regulations of 1992; the State Plan; and applicable portions of the State's Terms and Conditions (Rev. 1/15/94), and applicable certifications. All of these items are incorporated into this Agreement by reference.

The total amount payable for this Agreement shall not exceed the amount specified below in Grant Funds. Payments shall be made through the apportionment process.

The term of this Agreement shall be July 1, 1994, to and including August 31, 1995. All performance under this Agreement shall be completed by June 30, 1995, except that the Interim Final Reports must be received by the Chancellor's Office no later than July 31, 1995, and the Final Reports must be received by the Chancellor's Office no later than August 31, 1995.

The signature of the chief executive officer or other authorized officer of the district legally binds the Grantee to perform the work specified in the Local Plan on the terms specified above. If any modifications are required to the attached Plan between the date of signature of this face sheet by the designated district officer and the date of signature by the Vice Chancellor, each modified page must be initialed and dated by the Project Administrator.

STATE OF CALIFORNIA	GRANTEE
OBJECT OF EXPENDITURE (Code and Title)	DISTRICT (Grantee): _____ COLLEGE: _____ TOTAL GRANT FUNDS: $_____
SIGNATURE, PROJECT MONITOR (Specialist)	SIGNATURE, PROJECT ADMINISTRATOR
PRINTED NAME	PRINTED NAME
AGENCY Chancellor's Office California Community Colleges 1107 Ninth Street Sacramento, CA 95814-3607	DISTRICT (Grantee) ADDRESS
SIGNATURE, CHIEF EXECUTIVE OFFICER (or Authorized Designee) DATE	SIGNATURE, CHIEF EXECUTIVE OFFICER (or Authorized Designee) DATE
PRINTED NAME OF PERSON SIGNING Phoebe K. Helm	PRINTED NAME OF PERSON SIGNING
TITLE Vice Chancellor	TITLE

REQUEST/CLAIM FOR FUNDS
TITLE IIC

PY: 19____ - 19____

California Community Colleges
Economic Development/Vocational Education
VATEA-1 (3/94)

Carl D. Perkins Vocational and
Applied Technology Education Act of 1990

Application Date: _____
Claim Date: _____

District: _____

Address: _____

The person who has responsibility for district vocational education is:

Phone: _____

Name: _____ Title: _____ FAX: _____

Application

Approval is requested for the proposed expenditures for vocational education as shown below.

Allocation (a)	Proposed Expenditures (b)	VATEA Funds Release (c)

Certification For Application

This district assures that all vocational education programs, services and activities covered by this request for funds are consistent with the Local Plan/Application for vocational education.

Signature, Chief Executive Officer — Date

Printed Name

Application Approved By:

Vocational Education Specialist — Date

Claim

Approval is requested for the claim for federal funds expended for vocational education as shown below.

VATEA Funds Claimed (d)	VATEA Funds Unclaimed * (e)

Certification of Claims

All expenditures on this claim comply with the VATEA of 1990, Titles VI and VII, Civil Rights Act of 1964, Title IX, Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, Title V, California Code of Regulations and the State Plan for Vocational Education.
*The unclaimed funds are hereby released to the State for reallocation.

Signature, Chief Executive Officer — Date

Printed Name

Claim Approved By:

Vocational Education Specialist — Date

REQUEST/CLAIM FOR FUNDS
TITLE IIC

PY: 19____ - 19____

California Community Colleges
Economic Development/Vocational Education
VATEA-2A (3/94)

Summary Sheet

Date:_____

_____ APPLICATION _____ REVISION _____ CLAIM

District _____

Program Areas (use more forms if necessary)	Apprenticeship (a)	Basic Skills (b)	Curriculum Development (c)	Economic Development (d)	Equipment (e)	Guidance & Counseling (f)	Instruction (g)
TOTAL DIRECT COSTS							

(Continued)

REQUEST/CLAIM FOR FUNDS
TITLE IIC

PY: 19____ - 19____

California Community Colleges
Economic Development/Vocational Education
VATEA-2B (3/94)

Summary Sheet
(Continued)

Date: _____

_____ APPLICATION _____ REVISION _____ CLAIM

District _____

Program Areas (use more forms if necessary)	Mentor (h)	Professional Development (i)	Supplementary Services (j)	Tech-Prep (k)	Administration (5% Max) (l)	Other * (m)	Total
TOTAL DIRECT COSTS							

* Please list these areas of expenditures _____

The following assurances and certifications forms must be signed by the Superintendent/President of the District and kept on file at the District Office. Do not submit them to the Chancellor's Office with your 1994-95 Local Plan Application for Perkins Funding.

The two pages after the assurances represent the "Year-To-Date Expenditure And Progress Report" form that will be used by each district in succeeding quarters to report expenditures. It is included for informational purposes only.

Forms VATEA 3A and 3B are included to assist in the Plan/Application planning process. At the end of the program year these forms should be completed and kept on file in the district office for audit purposes. **Do not** submit them to the Chancellor's Office.

STATEMENTS OF ASSURANCES

Application Date:_____

DISTRICT APPLICATION/PLAN FOR VOCATIONAL EDUCATION

DISTRICT:_____

ADDRESS:_____

Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990, Public Law 101-392 (VATEA)

Statements Of Assurances

The district assures that we shall:

1. Assure full and equitable participation for members of special populations.

   The term "equal special populations" includes individuals with disabilities, educationally and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions.

   a. Individuals who are members of special populations will be provided with equal access to recruitment, enrollment, and placement activities.

   b. Individuals who are members of special populations will be provided with equal access to the full range of vocational education programs available to individuals who are not members of special populations, including specific courses of study, cooperative education, apprenticeship programs, and, to the extent practicable, comprehensive guidance and counseling services, and shall not be discriminated against on the basis of their status as members of special populations.

   c.

      (1) Vocational education programs and activities for individuals with disabilities will be provided in the most integrated setting appropriate in accordance with 34CFR.

      (2) Students with disabilities shall, with respect to vocational education programs, be afforded the rights and protections guaranteed such students under 34 CFR 104.41 through 104.47.

(3) Vocational education planning for individuals with disabilities will be coordinated between appropriate representatives of vocational education, special education, and State vocational rehabilitation agencies.

d. The provision of vocational education will be monitored to ensure that disadvantaged student and students of limited English proficiency have access to such education in the most integrated setting possible.

2. Provide the following information to each individual who requests information concerning or seeks admission to vocational education programs, and, when appropriate, assist in the preparation of applications relating to such admission:

   a. opportunities available in vocational education,
   b. requirements for eligibility for enrollment in vocational education,
   c. specific courses available,
   d. special services available,
   e. employment opportunities, and
   f. placement.

3. Provide the information contained in assurance #2 in a language and form that the students understand, to the extent practicable.

4. Assist students who are members of special populations to enter vocational education programs, and with respect to students with disabilities, assist in fulfilling the transitional service requirements of "Individuals With Disabilities Education Act".

5. Assess the special needs of students in programs receiving financial assistance from this application with respect to their successful completion of the vocational education program in the most integrated setting possible.

6. Provide supplementary services to students who are members of special populations, including, with respect to individuals with disabilities:

   a. curriculum modification,
   b. equipment modification,
   c. classroom modification,
   d. supportive personnel, and
   e. instructional aids and devices.

7. Provide guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provisions of such special services.

8. Provide counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities.

9. Assure that the district uses VATEA funds:

   a. To improve vocational education programs, with the full participation of individuals who are members of special populations, at a limited number of sites or in a limited number of program areas.

b. To give priority for assistance under this Application/Plan to sites or programs that serve the highest concentration of individuals who are members of special populations.

10. Cooperate/coordinate with the Sex Equity Program.

11. The district:

    a. Assures that those vocational education programs receiving funding are of such size, scope, and quality as to bring about improvement in the quality of education, and

    b. Will encourage all students, through counseling, to pursue a coherent sequence of courses, which lead to the learning of marketable job skills.

12. Provide under this Application/Plan a vocational education program that assists students who are economically disadvantaged, students of limited-English-proficiency, and students with disabilities to succeed through supportive services, such as counseling, English-language instruction, child care, and special aids.

13. Assure that sufficient demographic information will be provided to the State to permit it to carry out the allocation requirements in accordance with Section 240 of the Act.

CERTIFICATION

I hereby certify that the District's Vocational Education Application/Plan complies with the provisions of Title II, Part C, Sections 118, 235, and 240, P.L. 101-392, and supports the state's priorities as established by the needs assessment.

_____ _____

Signature of Superintendent/President Date

_____ _____

Printed Name Title

TO BE KEPT ON FILE IN DISTRICT OFFICE

California Community Colleges
YEAR-TO-DATE EXPENDITURE AND PROGRESS REPORT

Reporting Time Frame (Check One)

☐	1st Quarter	(7/1–9/30)	*Due 10/31*
☐	2nd Quarter	(7/1–12/31)	*Due 1/31*
☐	3rd Quarter	(7/1–3/31)	*Due 4/30*
☐	4th Quarter	(7/1–6/30)	*Due 7/31**

*(*include Match if required)*

1. **Agreement Number:** _____ **Total Award: $** _____
2. **District:** _____
3. **Contact Person and Telephone Number:** _____

4. Source of Fund / 5. Expenditure by Object Code							Total Match[3]
	Total Spent	Balance	Total Spent	Balance	Total Spent	Balance	
6. 1000 Instructional Salaries[1]							
7. 2000 Noninstructional Salaries[1]							
8. 3000 Employee Benefits							
9. 4000 Supplies & Materials							
10. 5000 Other Opr. Exp. & Svcs.							
11. 6000 Capital Outlay							
12. 7000 Other Outgo							
13. Total Direct Expenditures[1]							
14. Total Indirect Expenditures[2]							
15. Total Expenditures							

[1] Administration is limited to 5 percent of the total direct expenditures.
[2] Not to exceed 4 percent of the total direct expenditures.
[3] Match, if required, needs to be reported only in the Final Quarter for the full year.

16. ***PROGRESS REPORT*** *(Check One)*

☐ Objectives and timelines <u>are</u> being met. ☐ Objectives and/or timelines are <u>not</u> being met *(see explanation attached)*.

This is to certify that the Year-to-Date Expenditure and Progress Report has been prepared in accordance with the applicable federal and State regulations. Further, to the best of my knowledge, the data contained in this report(s) are correct.

17.

_____ _____
Project Director's Signature *Date*

_____ _____
Print Name

_____ _____
Superintendent or Designated Person's Signature *Date*

_____
Print Name

YEAR-TO-DATE EXPENDITURE AND PROGRESS REPORT
Instructions for Completion

General Instructions: A year-to-date expenditure report is required for each grant distributed through apportionments. Complete a blank form for each grant or contract for each fiscal quarter. Each recipient of federal funds is required to report program outlays and program income quarterly using the same accounting basis, i.e., cash or accrual, which it uses in its local accounting system. The use of this form became effective July 1993 for all VATEA projects including the VATEA IIC allocation. Check the language of each funding agreement. If specific grant or contract language stipulates other or additional forms, use this form in place of stipulated forms.

Reporting Time Frame: Check the box of the quarter that applies. The form is to report total accumulated expenditures incurred to the end of each fiscal quarter.

Line 1: Use the agreement number and award amount(s) listed on the grant agreement or contract signature page (e.g., 93-0123), not the grant application number used in the original proposal.

Line 2: If a college in a multicampus district is the grant or contract recipient, use the following format–district name, college name.

Line 3: List the individual to be contacted if questions arise about the contents of the form.

Line 4: Use a single pair of columns for each source of funds. The first column reports expenditures and the second column details unexpended balances relative to the approved total budget. Grants and contracts that have only one funding source with no local match required would use only one pair of columns. The agreement signature page of each grant or contract should provide the funding sources. Examples of funding sources include:

VATEA Title IIA, State Leadership
VATEA Title IIB-221, Single Parent, Displaced Homemakers, Single Pregnant Women
VATEA Title IIB-222, Gender Equity
VATEA Title IIC, Allocation
VATEA Title IIIA, Community-Based Organizations (CBO)
VATEA Title IIIB, Consumer Homemaking Education (CHE)
VATEA Title IIIE, Technical Preparation Education
Economic Development

Lines 5 through 15: Report amounts by summary object code as defined by the *California Community Colleges Budget and Accounting Manual.* The disaggregation listed in these year-to-date reports are the minimum required. Due to various program guidelines, additional disaggregation of costs may be required in the final claims. Indirect expenses and match requirements do not apply to VATEA IIC allocations.

Line 16: The agreements should detail the project's objectives and timelines expected. Reasonable progress toward completion of each project's objectives is expected unless explanations are provided to the contrary. Please explain progress different from general expectations on a second sheet. Each recipient of federal funds shall keep records of significant project experiences and results. The grantee shall use the records to determine progress in accomplishing project objectives and to revise those objectives if necessary. Records for these purposes shall be retained for five years after completion of the activity for which the funds were used.

Line 17: Both the project director's and the Superintendent or person's designated to obligate the district signatures are required on each form.

ail 2 copies to:

Grants and Contracts Unit
California Community Colleges
1107 Ninth Street, 7th Floor
Sacramento, CA 95814-3697

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SUPPORT FORM FOR PLANNING AND AUDIT PURPOSES FOR TITLE IIC FUNDS

PY: 19____ - 19____

California Community Colleges
Economic Development/Vocational Education
VATEA-3A (3/94)

_____
Program Area

Date:_____

_____ APPLICATION _____ REVISION _____ CLAIM

District _____

	Objects of Expenditures Classifications	Line No.	Apprenticeship (a)	Basic Skills (b)	Curriculum Development (c)	Economic Development (d)	Equipment (e)	Guidance & Counseling (f)	Instruction (g)
1000	Certificated Salaries	1							
2000	Classified Salaries	2							
3000	Employee Benefits	3							
4000	Books and Supplies	4							
5000	Contracts and Services	5							
6000	Capital Outlay	6							
TOTAL DIRECT COSTS		7							

(Continued)

SUPPORT FORM FOR PLANNING AND AUDIT PURPOSES FOR TITLE IIC FUNDS

PY: 19____ - 19____

California Community Colleges
Economic Development/Vocational Education
VATEA-3B (3/94)

_____ Program Area
(Continued)

Date: _____

_____ APPLICATION _____ REVISION _____ CLAIM

District _____

Objects of Expenditures Classifications		Line No.	Mentor (h)	Professional Development (i)	Supplementary Services (j)	Tech-Prep (k)	Administration (5% Max) (l)	Other * (m)	Total
1000	Certificated Salaries	1							
2000	Classified Salaries	2							
3000	Employee Benefits	3							
4000	Books and Supplies	4							
5000	Contracts and Services	5							
6000	Capital Outlay	6							
TOTAL DIRECT COSTS		7							

* Please List these areas of expenditures _____

CALIFORNIA DEPARTMENT OF EDUCATION
Career-Vocational Education Division

REQUIREMENT OF THE PERKINS ACT: TARGETING BY SITE OR PROGRAM

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P.L. 101-392) requires (Section 235) eligible recipients to use the federal funds at a limited number of sites or in a limited number of program areas. The following examples are provided to assist local agencies with the decision to "target" by site or program.

Targeting by Program – Example

	Special Population Students					
Program Areas (2)	A. LEP	B. Handicapped	C. Disadvantaged Economic and Academic	D. Sex Bias (1)	E. Incarcerated	F. Totals
G. Agriculture	2	10	10	0	0	22
H. Business	60	26	71	0	0	157
I. Industrial and Technology	83	7	48	16	0	154
J. Home Economics	51	27	60	17	0	155
K. Health Careers	4	20	21	7	0	52
					Total # of Special Population Students in Vocational Education	540

- 540 Special Population Students
- 108 Average number of Special Population Students per program (Determined by dividing the Total Number of Special Population Students by the Number of Program Areas)

In this example the Business program must be targeted because it serves the greatest number of Special Population Students. Industrial and Technology and Home Economics may also be targeted, if desired, because the number of Special Population Students in these programs exceed the average.

Targeting by Site – Example

	Special Population Students					
Sites (2)	A. LEP	B. Handicapped	C. Disadvantaged Economic and Academic	D. Sex Bias (1)	E. Incarcerated	F. Totals
G. School #1	277	124	396	125	0	922
H. School #2	161	81	475	118	0	835
I. School #3	357	77	268	86	0	788
J. School #4	551	93	86	60	0	790
					Total # of Special Population Students	3335

- 3335 Special population students
- 834 Average number of special population students per site (Determined by dividing the total number of Special Population Students by the number of sites)

In this example, School #1 must be targeted because it serves the greatest number of Special Population Students. School #2 may also be targeted because the number of Special Population Students served exceeds the average.

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